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ABSTRACT

This fifty item multiple choice test was developed by Portland Public Schools, Maine, to assess middle school students' understanding of the concepts presented in the "Responsibility" unit of the "Law in a Free Society" materials published by the California Bar Association. These materials deal with eight concepts for citizenship training in grades K-12. The test is divided into two parts: items in the first section present hypothetical situations; the second set of items require the student to select the correct matching type for statements or terms. Directions for the test administrator before, during and after the test are provided. The test was administered as a pretest and posttest to more than 600 grade 7 students. Item analysis of these tests indicate that the test was difficult for these students. On pretests the mean score was 16.84 and 13.24 on posttests, and test reliability was .77 on pretests and .79 on posttests. The choices for all the items were selected by students. Several items have negative discrimination indices and several others, though positive, are close to zero. It is recommended that such items be revised before inclusion in subsequent test versions. Test objectives, a table of specifications and pretest and posttest results are appended. (Author/AEF)

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ED206711

The Development and Analysis of a Test on 'Responsibility' For Middle School Students

by

Balwant Singh and E. B. Gearhart

Portland, Maine, Public Schools

U.S. DEPARTMENT OF EDUCATION
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Abstract

This fifty item test is intended for the 'Responsibility' Unit of the 'Law in a Free Society' materials published by the California Bar Association. The test was administered as a pre and post test to more than 600 grade 7 students in the Fall of 1980. The pre-test data was item analyzed, and the results are being made available, along with a table of specifications, for the test.

The test turned out to be very difficult for grade 7 students. Even if we take into account the fact that this topic had not been taught before the administration of the test, the mean score of 16.84 seems to be very low to us. The reliability (Standardized Alpha) of the test was found to be.77. An interesting feature of the test is that the choices for all the questions on the test, proved to be attractive to the students and were selected. Several questions (#5, 18, 26, 29, 31 and 50) have negative discrimination indices, and the discrimination indices of question numbers 13, 37, 44 and 48, although positive, are close to zero. Such questions should obviously be revised before inclusion in the subsequent versions of the test.

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TM 810 614

RESPONSIBILITY TEST

GRADES 7 AND 11

1980-81 School Year

DIRECTIONS FOR THE TEST ADMINISTRATOR

Before Testing

1. Distribute the sheet consisting of the Table of Specifications at least a day before the administration of the test.

2. One of the sides of the answer sheets contains an example; however, the side which does not have an example should be used.

3. As the scoring is to be done by the teachers with the help of the scoring keys provided, students need to write their names only, on the answer sheets.

During Testing

1. Make sure that the students do NOT write on the tests; student names, answers to test questions, etc., should be written on the IBM answer sheets provided.

2. Read the 'Note' in the beginning of the test and the directions which follow, to the students as they read those to themselves.

After Testing

1. Send a copy of the roster of scores to the Department of Research and Evaluation by March 27, 1981.

2. Return all copies of the test to the Department of Research and Evaluation as soon as possible.

1980-81

RESPONSIBILITY TEST FOR JUNIOR HIGH STUDENTS

Part I

Questions 1-31 are multiple choice items. You will make best selections from the answers provided. Shade or darken the lettered space on your answer sheet that corresponds to the question number and best answer.

1. There are many types of law and responsibility. The use of the Ten Commandments, Hammurabi's Code or the Golden Rule best relate to which of the following types:

   a. accountability
   b. causes
   c. corporate
   d. familial
   e. moral

2. Kathy's mother said that she did not need to hide the week's grocery money because she knew that Kathy was not the kind of person who would steal it. Kathy did not take the money. This shows responsible behavior can be promoted through

   a. participation in decision-making
   b. punishment for bad decisions
   c. rewards for making good decisions
   d. trusting people
   e. understanding behavior consequences

3. The baby-sitter said to little Jerry, "If you pick up your toys, you can stay up one-half hour later!" Little Jerry quickly obeyed him. This shows that responsible behavior can be promoted through

   a. development of self-esteem
   b. participation in decision-making
   c. trust in a person
   d. rewards for good decisions
   e. encouragement of predictable behavior

4. You and a friend stopped at the corner variety store. Your friend put two packs of gum in his pocket but paid only for a soft drink he had consumed. Which choice would most probably cause the worst interpersonal result?

   a. Forget the incident as none of your business.
   b. Promise yourself not to go places with this friend again.
   c. Report the situation to the shopkeeper.
   d. Tell the police officer who just entered the store.
   e. Tell your friend you saw the action and the shopkeeper is waiting.

5. Darell Dawkins broke two plexiglass backboards on two different slam/dunk basketball shots. His agent claimed that to make him pay for these was wrong as more people now pay to see his games than ever before. The agent further pointed out that there has always been this hazard of breakage. Which label is most appropriate for this defense?

   a. Evaluating responsibilities
   b. Fairness to patrons
   c. Greater economic good
   d. Personal accountability
   e. Options in decision-making

-over-

6. The President suspected that a member of his staff was a foreign agent providing information to the enemy. A dozen people could be suspect and the only way to identify the person was the use of a phone tap or bugging device for all staff members. Which of the following is the most important responsibility that the President should consider in making a good decision?

   a. Fairness to friends
   b. His political career
   c. Moral integrity
   d. National security
   e. Right to privacy

7. The term "benefits of responsibility" refers to:

   a. bad things that happen when people behave
   b. dangers to society from irresponsible behavior
   c. good things that happen when people behave
   d. money that could be earned when people behave
   e. obligations of the law to personal rights

8. Waiting to enter school one January morning, Larry and his friends decided to have a snowball throwing contest. The target was the trunk of the big oak tree on the school lawn. When Larry's turn came, he took careful aim at the tree, but when he let go, the snowball sailed too high. It went over the tree and broke a window on the second floor. Larry can best be held responsible for breaking the window under the criterion of

   a. alternatives
   b. causality
   c. knowledge
   d. more compelling responsibilities
   e. security

9. To serve in the military even though religiously opposed to killing shows

   a. greater good resolved
   b. interpersonal trust resolved
   c. loyalty to beliefs
   d. legal responsibility
   e. moral responsibility

10. Ken knew that if he were late for school he would have to serve a one-hour detention. Therefore, he was always on time. This shows responsible behavior promoted through

   a. development of self-esteem
   b. evaluating the causes
   c. development of trust
   d. sharing in the rewards
   e. understanding the consequences

11. Coming forward voluntarily about knowledge of a crime most closely reflects

   a. family obligations
   b. legal obligation
   c. moral responsibility
   d. political accountability
   e. self-esteem

Go to next page

12. The school principal allowed students to help him make up the new rules for the cafeteria. Therefore, many more students felt that it was important to go by the new rules. This showed responsible behavior promoted through

a. obligations
b. participation
c. rewards
d. trust
e. understanding consequences

13. The manufacturer of the Super Sport Six learned that the gas tank was a possible death trap. The problem was solvable, but at a cost of millions. To do nothing or to correct at the expense of no dividend to stockholders best represented

a. conflicts of interest
b. constraints of decision
c. freedom of choice
d. loyalties to people
e. reward costs

14. In the Old West, sheriffs offered citizens large sums of money to capture or kill dangerous outlaws. Many people tried to capture those outlaws to make the society better for the law-abiding citizens. This showed responsible behavior promoted through

a. development of self-esteem
b. participation in decision-making
c. rewards for desirable behavior
d. security of feeling
e. trust in others

15. One of Lisa's duties at home was to stay with her baby brother while her mother went grocery shopping. One day when Lisa's mother was shopping and Lisa was home watching her brother, a friend called. She asked Lisa to go with her to the movies. Lisa went to the movies and left her brother home alone. If her brother had had an accident and gotten hurt, Lisa would then best be responsible for her behavior on the basis of

a. causality
b. guilt
c. loyalty
d. knowledge
e. obligations

16. Victor Hugo wrote a story placed at the time of the French Revolution in 1789. One man was sentenced to ten years in jail for stealing a loaf of bread. A rascal who stole $100 in gold coins received the same punishment. The injustice of penalties overlooked what reason or concern of the writer to label these as unfair punishments?

a. Cause
b. Freedom to choose
c. Guilt
d. Knowledge of the law
e. Obligation to pay

17. Mr. Oscar Devoe was to run for the office of State Representative but he owned a bridge and road construction company that did 10 to 20 jobs a year for the state. Which of the following conflicts did this most involve during the campaign?

a. Competing ideals
b. Greater good economically
c. Greater good politically
d. Unfair knowledge
e. Unfair personal references

18. Just before the American Revolution, the American colonists had the legal responsibility to pay a high tax on tea to their mother country, England. The colonists felt that they had a moral duty to protest the tax. One night a group of colonists boarded a ship and dumped the load of tea into Boston harbor. Most colonists felt that the group that destroyed the tea could not be held responsible because of the criterion of

a. causalities to respond
b. choices in decision-making
c. loyalties to the king
d. more compelling responsibilities
e. obligations to the city

19. Ms. Brown saw that one of her students in her class, Laurie, needed special attention. The teacher therefore felt a responsibility to spend more time with Laurie. However, she also knew that she had a responsibility to divide her attention equally among all her students. Ms. Brown should

a. give Laurie equal time with others
b. ignore Laurie's problem as unsolvable
c. spend more time with Laurie
d. think if another alternative exists

20. A lawyer has several responsibilities in doing his job such as defending his client to get freedom or the least punishment but to some people it fails to sense society's best interests. This conflict is best related to:

a. economic self-service
b. legal responsibility
c. moral responsibility
d. political responsibility
e. self-interest

21. Jim knows that his friend John smokes in the bathroom between classes in school. Jim knows that he has a legal responsibility to the principal to tell him that John is breaking school rules. However, Jim also thinks he has a moral and interpersonal social responsibility to be loyal to his friend. The first thing Jim should do is to

a. decide not to tell about John
b. decide which responsibility is more important
c. ignore the situation as out of his realm of responsibility
d. tell the principal about John's smoking
e. tell John's parents so they will handle it

Go to next page

22. Civil Rights is a concern having several conflicting opinions. To say women, blacks, Latins or whoever are to have or not have certain job opportunities falls best within the criterion of

a. costs and rewards
b. economic rights
c. moral issues
d. political conflicts
e. social security

23. Mrs. Abbott felt that she was a good and important citizen of her town. Therefore, every election day she always made certain that she voted first thing in the morning. This reflected responsible behavior promoted through

a. development of self-esteem
b. establishment of fair rules
c. rewards for good behavior
d. trust in human nature
e. willingness to compromise

24. In Japan, a factory was warned of polluting the waters of a bay used for centuries by fishermen. When too little was done by the corporation to limit the polluting, newspapers argued that closing the factory would cause inflation, unemployment and cost millions in court costs....besides, the waters were already polluted for years to come. Which action given here most closely approaches the newspaper position?

a. Economic responsibility
b. Legal responsibility
c. Moral responsibility
d. Political responsibility
e. Social security

25. In a case of parents who let their children remain home or skip school we have a failure of what type of responsibility?

a. Familial
b. Intellectual
c. Legal
d. Moral
e. Professional

26. A newspaper editor decided to print all the details on abortions and illegitimate births at local hospitals. The publisher advised this might cut some advertisements and possibly hurt circulation. The editor was responsible now for determining

a. economic responsibility
b. loyalty lines
c. moral issues
d. political good
e. professional ethics

27. You are new on a job and wish to make a good impression on both the boss and your fellow workers. The foreman has two widgets you produced and says they are wrong. You can make them differently, but this will cut down your production. Your decision to do it, to complain, or just go ahead is involved with

    a. economic costs
    b. interpersonal feelings
    c. knowledge
    d. moral judgment
    e. rewards and punishments

28. Mr. Parker owns a local grocery store which also sells ice cream cones. One morning a girl entered the store and asked for a vanilla cone but, "only if it is not artificially flavored." Mr. Parker knew that his vanilla ice cream did contain artificial flavorings but he also knew the young girl would not be able to tell. Therefore, he said it was naturally flavored and sold the girl the cone. Mr. Parker decided that

    a. his ice cream was excellent tasting
    b. it is more important to be honest than to make a sale
    c. it is more important to make a sale than to be honest
    d. natural flavor was not important to the girl

29. While waiting for a friend in a parking lot you see a person back into another car. That person gets out, looks around, and drives away. To write a note having that license number, time of day, etc., would reflect a(n)

    a. family-type obligation
    b. interpersonal obligation
    c. intrusion into other people's affairs
    d. legal obligation
    e. social obligation

30. Which of the following persons are legally exempt from legal responsibility?

    a. Imbeciles
    b. Judges
    c. Juveniles
    d. Military personnel
    e. Senior citizens

31. The Big Pine Company spent $40 million between 1972 and 1976 in cleaning up its waste and dumping facilities. They had not been told to do this by court action nor public pressure, but now an ecology group wishes to have Big Pine pay for a claimed loss of fish 30 miles downstream. We have here a case of evaluating or determining

    a. efficiency
    b. ethics
    c. legal responsibility
    d. moral responsibility
    e. political responsibility

Go to next page

Part II

Questions 32-50 are matching type. Best matches for the statements or terms in Column I with the choices in Column II are to be identified on your answer sheet by darkening or shading the correct letter space. Column II choices may be used once, more than once or not at all.

Column I (Statements)

32. Doctors must visit a patient recovering from an operation.

33. Friends have the duty to be trustworthy and loyal.

34. Parents must see that a child is properly fed.

35. Store owners should charge fair prices.

Column II (Types of Responsibility)

a. economic

b. familial

c. interpersonal

d. political

e. professional

Column I (Statements)

36. Being unable to do what you want to do at lunch time

37. Failing in mathematics for not having done homework

38. Feeling bad after refusing to help mother in washing the windows

Column II (Costs)

a. accountability

b. constraints on choices

c. guilt and shame

d. obligations

e. security feelings

Column I (Concerns Criteria)

39. Causality

40. Choice

41. Knowledge

42. More compelling responsibility

Column II (Definitions)

a. the person's act affected the outcome of the event

b. the person had a definite responsibility to act

c. the person had other responsibilities that conflicted with his actions

d. the person understood the probable consequences of his behavior

e. none of the above

Questions 43-45 are also matching type. Use the following short story to answer those questions.

Story: Mr. Grumpy owns the neighborhood market. Several of your friends have planned a walk-in-raid on the fruit and candy sections for tomorrow night. Your options would best be described as what in Column II if they are to be a best match to each of the actions in Column I?

Column I (Action)	Column II (Type of Choice)
43. Report the situation to the shopkeeper identifying the suspects.	a. economic
44. Tell a friend's parents of the actions of a friend doing an illegal act.	b. familial
45. Tell the friend that the shopkeeper is waiting because he knows the plan.	c. interpersonal
	d. legal
	e. professional

Column I (Feeling about decisions)	Column II (Determinant)
46. Free time or leisure expanded	a. benefits
47. Guilt or shame	b. causes
48. Knowledge and predictability	c. costs
49. Lack of knowledge	d. obligations
50. Self-esteem	e. security (mental)

If you finish before time is called, check your work on this test. Thank you.

1980-81

RESPONSIBILITY TEST FOR JUNIOR HIGH STUDENTS

Objectives:

I. The student will be able to correctly select from several choices:

A. Kinds of responsibility by definition or situation

B. Personal concerns or rewards or costs for decisions

C. Benefits for responsible behavior

D. Causes as differentiated from effects in making personal choices

E. Types of conflicts that determine responsible behavior

F. Most acceptable behavior now practiced in making economic - political - moral or political judgments

G. The key idea or facts from a reading or episode

II. The student will be able to make decisions from the use of a case situation or episode as regards:

A. Alternatives available in being responsible

B. Potential rewards or costs immediately

C. Competing concerns of interpersonal loyalties versus familial or social responsibilities

D.

E.

III. The student will be able to correctly match or to classify from several possible responses:

A. Different kinds of responsibility

B. Personal awareness of costs and benefits

C. Ways of promoting responsible behavior

D. Differences between corporate and personal accountability

E.

IV. The student will have sufficient understanding of the concepts and vocabulary to write or speak in an essay fashion on:

A. 3 or 4 of the types of responsibility

B. A majority of the key terms selected or vocabulary in the unit of study

C. Examples from their life that reflect the concerns of being responsible

RESPONSIBILITY TEST FOR JUNIOR HIGH STUDENTS

TABLE OF SPECIFICATIONS

% of Test	Topics	Knowledge Remembering or Recall	Higher than Knowledge Understanding and Thinking	Total
16%	Kinds of Responsibility	4	4	8
22%	Personal Awareness of Accountability and Responsibility	6	5	11
24%	Causes and Effects on Conditions that Influence Choices	2	10	12
26%	Conflicts in Determining a Greater Political, Economic or Moral Good	6	7	13
12%	Determining or Evaluating Best Behavior as to Legal, Moral or Political Responsibility	2	4	6
100%	Total	20	30	50

Corrected Item-Analysis Data Sheet

RESPONSIBILITY PRE TEST

GRADE 7

FALL, 1980

ITEM #	ITEM DIFFICULTY	ITEM DISCRIMINATION	CHOICES PERCENTAGE SELECTING EACH A	B	C	D	E	OTHERS
1	.36	.31	18.4	9.1	21.5	11.4	35.6	3.9
2	.80	.29	1.3	4.8	4.0	80.0	7.3	2.7
3	.65	.29	3.8	4.3	6.5	65.4	17.5	2.5
4	.08	.07	25.5	18.5	21.9	7.9	22.8	3.3
5	.15	-.002	17.1	29.1	14.7	13.6	22.5	2.9
6	.38	.16	8.9	11.6	7.9	37.6	32.0	2.0
7	.56	.31	4.5	7.9	56.3	11.8	17.2	2.3
8	.26	.13	16.4	26.0	19.4	27.6	6.8	3.8
9	.28	.12	7.0	14.7	23.7	28.1	22.7	3.8
10	.71	.38	9.9	6.8	6.6	2.8	71.4	2.5
11	.31	.19	9.4	31.1	22.2	7.5	27.5	2.3
12	.49	.38	15.2	49.0	5.0	14.7	12.9	3.1
13	.14	.004	13.7	25.3	22.4	25.2	9.9	3.5
14	.48	.22	9.4	8.9	48.3	23.5	7.5	2.3
15	.26	.31	10.4	41.6	10.6	9.3	25.7	2.5
16	.12	.08	11.8	11.3	10.9	36.3	27.2	2.6
17	.24	.08	19.2	23.8	22.0	11.4	19.9	3.7
18	.15	-.06	14.2	21.4	19.5	15.2	26.5	3.1
19	.38	.32	25.8	5.0	26.2	37.7		5.3
20	.44	.26	7.0	43.9	15.1	16.4	13.6	4.2
21	.48	.36	6.6	47.8	8.6	9.1	24.2	3.6
22	.20	.09	6.5	36.6	24.3	19.7	9.4	3.4
23	.38	.35	38.1	12.7	9.8	11.3	24.7	3.4
24	.35	.35	34.9	18.2	17.9	16.7	9.4	2.8
25	.33	.19	32.9	23.0	21.2	11.3	7.5	4.1
26	.14	-.12	14.1	17.7	23.7	12.6	27.2	4.9
27	.15	.06	14.9	23.2	22.7	23.2	11.4	4.7
28	.58	.44	5.3	17.5	57.8	11.1		8.2
29	.12	-.02	6.1	12.4	20.4	44.5	12.9	3.6
30	.15	.17	15.1	32.0	23.8	11.3	12.4	5.5

31	.23	-.01	23.2	16.6	22.7	16.9	14.9	5.8
32	.51	.43	5.8	10.6	18.5	7.0	50.8	7.3
33	.57	.48	7.9	15.6	57.1	6.8	5.0	7.6
34	.55	.50	8.8	55.3	11.6	7.3	7.1	10.0
35	.59	.48	58.6	4.6	6.5	13.7	9.8	6.8
36	.32	.19	10.9	31.6	7.3	27.6	13.1	9.4
37	.12	.001	12.3	15.7	38.6	20.7	5.3	7.5
38	.62	.35	4.3	9.8	61.9	6.3	10.4	7.3
39	.24	.21	23.8	19.5	17.7	9.6	19.2	10.1
40	.27	.11	14.6	14.9	27.2	12.6	21.5	9.2
41	.41	.42	15.1	16.9	11.8	41.4	7.9	6.9
42	.21	.06	13.4	20.5	30.6	14.6	13.4	7.5
43	.40	.31	9.4	9.9	26.5	39.7	4.8	9.6
44	.25	.02	5.3	46.2	24.7	9.8	3.8	10.2
45	.37	.41	16.1	12.6	36.6	10.8	14.4	9.6
46	.44	.40	44.4	9.9	13.9	15.2	6.0	10.6
47	.17	.10	7.9	32.0	16.7	14.7	18.2	10.4
48	.14	.02	15.4	21.0	13.9	24.0	14.1	11.6
49	.19	.13	9.8	18.9	20.5	13.4	26.2	11.3
50	.14	-.05	14.4	12.6	17.1	18.0	25.5	12.4

SUMMARY STATISTICS

# of students = 604 Mean = 16.84 Standard Deviation = 6.27

Reliability = .77

Corrected Item-Analysis Data Sheet

RESPONSIBILITY POST TEST

GRADE 7

SPRING, 1981

ITEM #	ITEM DIFFICULTY	ITEM DISCRIMINATION	CHOICES PERCENTAGE SELECTING EACH					
			A	B	C	D	E	OTHERS
1	.14	.58	5.9	5.5	33.2	40.9	13.6	0.9
2	.71	.19	5.0	10.9	10.	70.9	2.3	0.9
3	.21	.62	43.2	22.3	5.5	20.9	7.3	0.9
4	.06	.08	33.6	12.3	30.5	5.9	16.8	0.9
5	.10	.20	10.	15.9	10.5	40.9	21.8	0.9
6	.19	.43	13.6	5.0	56.4	19.1	5.0	0.9
7	.31	.48	38.6	12.3	31.4	14.1	2.7	0.9
8	.25	.06	26.4	24.5	16.4	30.0	2.7	
9	.23	.17	6.4	31.8	32.7	22.7	5.5	0.9
10	.20	.63	24.5	18.2	18.6	17.7	20.0	0.9
11	.18	.34	4.1	17.7	35.9	34.5	6.4	1.4
12	.43	.38	10.5	42.7	29.5	11.4	5.0	0.9
13	.18	-.01	17.7	16.8	39.5	20.9	4.1	0.9
14	.24	.54	33.6	32.3	24.1	8.2	0.9	0.9
15	.33	-.07	10.0	30.9	8.2	16.8	33.2	0.9
16	.09	.12	9.1	26.8	14.1	16.4	32.3	1.4
17	.19	.08	32.3	18.6	27.3	13.6	7.3	0.9
18	.10	.23	15.5	46.8	17.3	9.5	9.5	1.4
19	.16	.48	30.0	30.0	14.5	5.9		9.6
20	.33	.33	4.1	33.2	17.3	13.2	30.5	1.8
21	.40	.22	5.5	39.5	16.8	29.5	7.7	0.9
22	.14	.00	10.0	43.2	28.2	13.6	3.6	1.4
23	.24	.44	24.1	14.1	38.6	15.5	6.4	1.4
24	.43	.14	42.7	14.1	19.5	18.2	3.6	1.8
25	.24	.25	23.6	35.0	25.0	12.7	2.3	1.4
26	.16	.05	15.9	18.2	26.4	26.4	10.9	2.3
27	.41	-.20	41.4	13.2	22.7	17.3	4.1	1.4
28	.39	.37	39.5	10.0	38.6	9.5		2.3
29	.36	-.23	5.9	36.4	24.5	27.7	3.[illegible]	1.8
30	.24	.16	24.1	18.6	24.5	16.8	13.2	2.7
31	.32	-.11	31.4	18.2	31.8	11.8	5.0	1.8
32	.18	.72	27.3	22.3	24.1	6.8	18.2	1.4
33	.42	.46	17.3	24.1	41.8	14.5	0.5	1.8

34	.25	.67	23.6	25.5	16.8	10.0	22.7	.4
35	.20	.66	20.5	25.5	15.5	33.2	3.6	1.8
36	.24	.47	39.5	24.1	10.9	17.3	5.9	2.3
37	.14	.15	14.1	30.5	22.3	17.7	13.6	1.8
38	.40	.44	15.0	19.1	40.0	11.8	11.8	2.3
39	.20	.32	20.5	14.5	40.0	18.6	4.5	1.8
40	.22	.33	29.1	19.1	21.8	16.4	11.8	1.8
41	.32	.39	9.5	14.1	29.1	31.8	13.2	2.3
42	.47	-.14	18.6	47.3	16.4	8.2	7.7	1.8
43	.39	.10	9.1	21.4	16.4	38.6	10.9	3.7
44	.29	.12	14.5	43.6	28.6	8.2	1.8	3.2
45	.21	.41	50.0	12.7	20.9	5.5	5.9	5.0
46	.44	.08	44.1	10.5	5.0	8.6	25.9	6.0
47	.14	.50	49.1	21.8	13.6	7.3	3.6	4.6
48	.07	.34	25.5	40.9	10.5	10.0	6.8	6.4
49	.47	-.32	9.5	47.3	15.0	10.5	10.9	6.8
50	.25	-.09	25.0	36.4	4.1	14.1	11.8	8.6

SUMMARY STATISTICS

# of students = 220 Mean = 13.24 Standard Deviation = 6.32

Reliability = .79